

# **BALANCED LITERACY** ***and the 4-Block™ Model***

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**A. Why Balanced Instruction and the Four Block Model??** (from Cunningham & Allington, 1999; summarized by Erickson)

1. Students come to school with different skills, abilities, background experiences, and learning styles.
2. No one instructional strategy is effective for all students.
3. Teachers are already doing things that work — they need a framework within which to continue doing them, and to add new strategies.
4. With a balanced approach, children will receive instruction in all of the components that are required for successful silent reading comprehension and written composition.

**B. Basics of the Four Block**

1. The blocks are: guided reading, writing, self-selected reading, & working with words.
2. In a whole group setting, each area receives an equal portion of instructional time.
3. The order the blocks are completed in a given day is unimportant.
4. Children are actively engaged in teacher-supported learning throughout the day.

**C. Defining the Four Blocks**

**1. Guided Reading**

- a. Want students to understand that reading requires thinking and meaning-making.
- b. Students learn to use strategies and comprehend printed text.
- c. Use a variety of types of books and other print materials.

**2. Writing**

- a. Students who write become better readers.
- b. Students learn to write when given daily opportunities to see others write.
- c. Students must have frequent opportunities to write without standards to make progress in the process of composition.

**3. Self-selected Reading**

- a. Students who have daily opportunities to read easy books that they select become better readers.
- b. Students enjoy reading more when they can talk about & share books they read.

**4. Working with Words**

- a. Analogic phonics are critical to the processes of reading and writing.
- b. We must teach students what to do when they find a word they don't know.
- c. Traditional phonics instruction focuses on rules that describe how the letter-sound system works, not how to use it.

# Guided Reading

## Why?

1. To expose students to a wide range of literature.
2. To teach comprehension strategies.
3. To teach students how to read material that becomes increasingly harder.

## What Does the Research Tell Us?

1. Round-robin style oral reading have little or no relationship to gains in reading achievement (Stallings, 1980).
2. Repeated readings of the same text is effective in improving a variety of reading skills (National Reading Panel, 2000).
3. Guided oral reading procedures with feedback or guidance from peers, teachers, or parents help improve students' reading ability, at least through grade 5, and help improve the reading of students with learning problems much later than this (NRP, 2000).
4. A number of reading comprehension instruction methods have been demonstrated to be effective in classrooms: comprehension monitoring / cooperative learning / graphic and semantic organizers / story structure / question answering / question generation / summarization / multiple-strategy teaching (National Reading Panel, 2000, p. 4-6).

## What Should Be Included?

Cunningham, Hall, & Sigman (1999, p. 44) incorporate these features into guided reading:

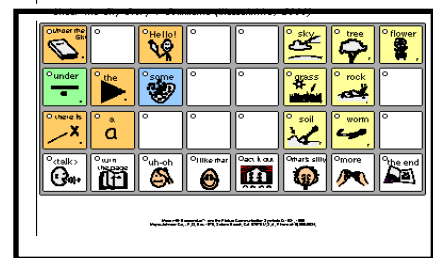
- **Before reading:** The teacher helps students build and access prior knowledge / make connections to personal experiences / develop vocabulary needed for comprehension / take a 'picture walk' / make prediction / set purposes for reading / start a graphic organizer (e.g., KWL chart)
- **During Reading, a number of variations may be used :** choral reading / echo reading / shared reading / partner reading / small, flexible groups / 3-ring circus format (alone, with partners, or with teacher) / book club groups / everyone read to. . . (ERT) / sticky note reading
- **After reading the teacher helps the students:** Discuss the text / literature / connect new knowledge to what they knew before / follow up on predictions / act out the story / discuss what they have learned and how they are becoming better readers by using reading strategies / complete the graphic organizer or KWL chart

## What are Priorities When Including Children with Disabilities? (Erickson, 98)

1. Increase opportunity for interaction.
2. Increase access to books.
3. Improve ability to relate story to prior knowledge and experience.

## Light Tech Accommodations for Students with Disabilities

1. Create story-specific communication displays
  - a. Emergent readers need displays that allow them to label and comment on books.
  - b. Create symbols that students can manipulate and move in and out of the book.
  - c. Place Velcro on the back of symbols so they can be matched to symbols on a complete board, placed on eye-gaze frames, or stuck to Velcro in the book.



Story Participation Display

## First letter I.d.

We live in a free country.

"We live in a free country." What letter do you expect to see at the beginning of the word live?

p l m

Menu




## Text to Self Connections

We can make choices.

"We can make choices." Think about the choices you make every day. Would you ever chose to sky dive like this picture shows?

Yes No Maybe

Menu



## Text to Self

We are free to say what we want to say.

Have you ever been some place where you couldn't say what you wanted to say?

Menu



## Onset I.D.

We are free to dress how we want to dress.

Yes, dress begins with the letters dr, /dr/, dress.

dr th st

Menu




## Evaluative Feedback . . . NOT Errorless!!

We are free to dress how we want to dress.

Well, it could start with st, but then it would sound like stress. Dress starts with dr,/dr/,dress. Let's go on.

dr th st

Menu




## Evaluative Feedback . . . NOT Errorless!!

We are free to dress how we want to dress.

Well, it could start with st, but then it would sound like stress. Dress starts with dr,/dr/,dress. Let's go on.

dr th st

Menu



# ***Start-to-Finish Literacy Starters & Core Language***

Musselwhite, Erickson, Stemach, & Odom, 2005

## **GUIDED READING ACTIVITIES TO SUPPORT TEXT COMPREHENSION**

Most activities provided on the CD are guided reading activities designed to support reading and listening comprehension skills for students who are beginning or struggling conventional readers. These activities follow the 5-step comprehension lesson framework based on the work of Tierney & Cunningham (1984), as adapted by Erickson (2004). The five steps are:

### **Before Reading:**

Step 1: Build or Activate Background Knowledge

Step 2: Set a Purpose for Reading

### **During Reading:**

Step 3: Read or Listen to the Text

### **After Reading:**

Step 4: Complete a Task

Step 5: Provide Informative Feedback

During guided reading lessons, the majority of the time must be spent during reading (Step 3). Several authors have described activities that can lead to enhanced reading or listening comprehension including: Cunningham & Allington (2003); Cunningham, Hall, & Sigmon (1999); Erickson & Musselwhite, 2004 (pp. 43 – 47). Sample student goals for guided reading are described below.

<b>Sample Guided Reading Goals</b>
Develop new knowledge of the world through background knowledge instruction designed to teach vocabulary and other language concepts.
Develop skills in making and testing predictions about text by integrating background knowledge with information provided by the text.
Develop skills in describing characters, setting, and other elements of a story.
Develop skills in identifying similarities between personal characteristics and experiences and those described in the text.

## **References**

- Cunningham, P., & Allington, R. (2003). *Classrooms that work: They can all read and write*. (3rd ed). New York: Harper Collins
- Erickson, K. (2004). Teaching reading comprehension. Unpublished manuscript, The Center for Literacy and Disability Studies, Chapel Hill, NC.
- Erickson, K, & Hanser, G. (20005). Shared reading. Unpublished manuscript. The Center for Literacy and Disability Studies, Chapel Hill, NC.
- Erickson, K. & Musselwhite, C. (2004). *Start-to-Finish Literacy Starters*. Volo, IL: Don Johnston Inc.
- Musselwhite, C. & King-DeBaun, P. (1997). *Emergent Literacy Success: Merging Technology and Whole Language*. Phoenix, AZ: AAC Intervention.
- Tierney, R. & Cunningham, J. (1984). Research on reading comprehension. In Pearson, P. (Ed.). *Handbook of reading research*. New York: Longman.

## Guided Reading: Before / During / After

# Remember!!

**Pick only **one** (1, uno) purpose for listening to each story!!!**

### Generate Vocabulary BEFORE Reading

Vocabulary Relates to Purposes:

**Purpose** = listen for feelings

**Vocab** = long list of feelings

**Purpose** = listen for actions

**Vocab** = long list of actions

### Prompt Lightly!

Prompt	Description	Example
<i>Expectant Delay</i>	Give a verbal cue then pause to give students time to process the information, consider a response, access the device, etc. Pause at <u>least</u> 5 seconds.	"Okay, <u>Jarrad</u> said he might feel BORED when he's working. Hmmm, wonder what other feelings we could put on our chart" <pause and look expectant>
<i>Light Cue - general</i>	Use a squeeze light to give students a hint of the location of the target vocabulary item.	Students have been asked to share feelings. After a pause, Kelly's facilitator flashes the light in the vicinity of the FEELINGS icon.
<i>Light Cue - Intermittent</i>	Use a squeeze light to briefly indicate the target item.	Flash and release on the FEELINGS icon.
<i>Light Cue - Constant</i>	Use a squeeze light to indicate the target item.	Flash and hold the light on the FEELINGS icon.
<i>Visual Model</i>	Show student an icon card that s/he can match to cue device use.	Hold up icon card for MAD. Show icons on device as needed.

### Model, Model, Model



### Unity™ Icon Cheat Sheet



**Facilitator support!!!**

### Unity™ Icon Cards



**Student support!!!**

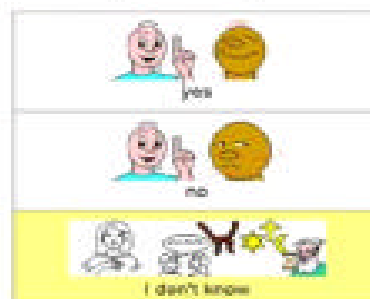
Use communication supports to practice needed vocab **BEFORE** reading!

### Clear Purpose for Listening / Reading

"Listen so that we can make a list of Robert's feelings all through the book."

### Predicting

"Listen so you can predict, or guess if Robert gets to go fishing."



## During!

Read the story. Stop only one or two times to remind students. . . "Remember, you're listening to learn what Robert is feeling."

**Note!** During should take as much time as Before AND After!

## After!

Work as a group to make a list

Accept all answers

Then give evaluative feedback

- ask students to show you where they found answers
- ask why they gave responses

## Describing

- Characters
- Setting
- Actions

"Listen and look at the pictures so that we can use our describing words to write a list poem describing Robert."

"Listen and look at the pictures so that you can tell me all of the *settings* in the story, so we can draw a map."

## Sequencing

"Listen so that we can put the events in **order** from the first to the last."

## Sequencing Photos

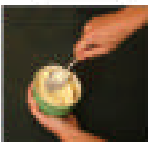
First



Next



Then



Last



## Sequencing Sentences

First

He wanted to go fishing.

Next

He worked very hard.

Last

It rained.

## Vocabulary Password

"I'm going to read this story about Robert. Listen so you can tell me words that you know that are like the four words on the cards."

spinning



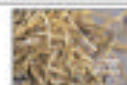
hoe



churning



straw





# Writing

## Why?

1. Writing involves thinking - we want students to realize this from the beginning.
2. Students need to learn strategies for writing, and know when to use them.
3. Students need to be able to plan, write, and edit their writing.

## What Does the Research Tell Us?

1. Students who write become better readers.
2. Students learn to write when given daily opportunities to see others write.
3. Students must have frequent opportunities to write without standards to make progress in the process of composition.

## What Should Be Included?

Graves (1995) suggests a Writer's Workshop approach, with students choosing their own topics, writing, revising, editing, and publishing. The goal is for students to feel like 'real authors.'

- **Minilessons:** The teacher writes and edits, using an overhead, and much 'thinking aloud.' Samples, modeling, and demonstration are used to introduce each new strategy or type of writing.
- **Shared, Group, and Individual Writing:** Thoughts presented by the students are re-worked collaboratively aloud with students. In group writing, the students negotiate this collaboration. Students also complete some writing on their own.
- **Teacher Conferencing:** Teachers meet with students to discuss their writing progress and give them useful feedback.
- **Editing & Publishing:** Editing takes place across time. Not all pieces are published. Students select works to edit (often multiple times) then publish.
- **Focused Writing:** This presents a particular writing genre (letter, persuasive essay, poem) which the teacher models, then supports students in accomplishing.

## What are Priorities When Including Children with Disabilities? (Erickson, 98)

1. Access and opportunity to use the alphabet.
2. Emphasis on entire process of composing, not only mechanics of grammar & spelling.
3. For AAC users, teaching them to systematically incorporate letter-by-letter spelling and the use of prestored words, messages, and word prediction.

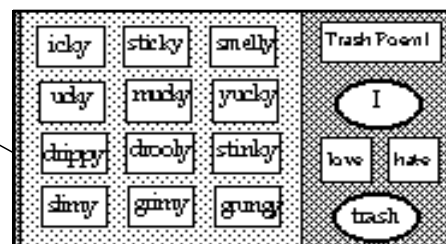
## Light Tech Accommodations for Students with Disabilities

1. Velcro writing displays: Make from sintra & velcro-sensitive fabric, or buy from Creative Communicat-ing ([www.creative-comm.com](http://www.creative-comm.com)). Use word cards or word / symbol cards.

2. Magnetic writing displays: Make from cookie sheets or buy from Lakeshore.

3. Eye-gaze frame with alphabet: Use to set topics, then use partner assisted scanning (give choices orally - students selects desired choice) or 20 Questions.

4. Use sentence frames + word cards to fill in slots.



Put in <u>some</u> <u>marbles</u> . Yuck!
Monday morning <u>Jesse</u> ate <u>five</u> pizzas.

# Vocabulary Sets for Writing

*Musselwhite & Hanser, 2004, Write to Talk book*

The vocabulary available to AAC users can have a huge impact - positive or negative - on their writing. We have identified three basic categories of vocabulary sets, with features described below:  
**CLOSED SETS:**

- small # of pre-programmed words and phrases
- vocabulary chosen by another person and arranged for the AAC user
- vocabulary is temporary, set up for a single activity

**CORE + CONTENT VOCABULARY SETS:**

- pre-programmed words and phrases
- same set of vocabulary always available to the AAC user
- semi-generative depending on creativity of user
- continuum from small # of words (less than 100) to large # of words (thousands)
- alphabet may be available but not used
- word prediction may be available

**GENERATIVE SETS:**

- core vocabulary set still available, to support quick writing
- alphabet used to generate novel vocabulary not in core

**Why Use Closed Sets?** Closed vocabulary sets may be used to support students who:

- 1) Engage in emergent writing, exploring print and learning that print carries meaning
- 2) Struggle with access, requiring a limited vocabulary set
- 3) Engage in content writing, including 'fringe' vocabulary
- 4) Want to participate fully and quickly in a writing activity



**Why Use Core + Content Vocabulary Sets?** Core + content vocabulary sets present vocabulary that is consistently available to students, rather than available for only a specific activity. These sets may be used by students who represent a wide range of writing skill. For example, students who are not yet spellers may need to translate their thoughts, using words they know to give hints to words that are not represented.

## Core Vocab: Unity



Word Power  
(DynaVox Systems)



Core Vocab: Gateway  
DynaVox / DynaMyte (Gateway Jr 40)



**Why Use Generative Vocabulary Sets?** Access to the alphabet permits students who can spell (including inventive spellers) to attempt to represent any word that is in their heads! The independence this fosters is huge! Students should have access to the alphabet early and often, and communication partners should model use of the alphabet for spelling words that are not easily found in the device. Without this ability to directly generate a message that matches their thoughts, AAC writers must resort to finding the next best device vocabulary to describe their thoughts.



## Writing & Talking - Goals & Activities

Janice Light (1989, 1998) has described sets of skills that AAC users need to build communicative competence. A brief summary of each is provided, with suggested writing / talking goals:

**Linguistic Skills** include receptive and expressive skills in the native language spoken by the family and broader social community. This includes skills in the 'linguistic' code of the AAC system. Examples include exploring vocabulary, icon sequences, navigating dictionaries, using past tense or comparative 'er'.

**Operational Skills** refer to the technical skills required to use the AAC system(s) accurately, efficiently, and appropriately. Examples include: using a head pointer to indicate items on a communication board and using row-column scanning with a single switch.

**Social Skills** refer to knowledge, judgment, and skills in the social rules of interaction. Included are skills to initiate, maintain, develop, and terminate interactions; skills to develop positive relationships and interactions with others; and skills to express a full range of communicative functions. Using dialogue in writing plays and writing interviews would support this goal.

**Strategic Skills** refer to compensatory strategies that may be utilized by individuals who use AAC to overcome functional limitations that restrict their effectiveness as communicators. An example is providing new partners with information about how to communicate with them.

## Light Tech Vocabulary Sets to Support Writing

### *Print 'n Communicate*



- Set of 21 communication boards
  - category-based vocabulary
- [www.mayerjohnson.com](http://www.mayerjohnson.com)

### *Flip 'n Talk (Large)*

Nancy Inman



- Up to 30 sets of 6 symbols
  - Can be added to core board, (shown) or affixed to other VOCAs
- [www.mayerjohnson.com](http://www.mayerjohnson.com)

### *8-Location Eye Gaze Set*

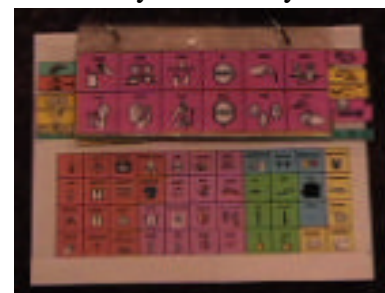
Caroline Musselwhite & Gretchen Hanser



- Set of categories with tabs
  - Used for eye-gaze or partner-assisted auditory scanning; Write to Talk CD
- [carmussel@cox.net](mailto:carmussel@cox.net)

### *Tab-Top Flip System*

Karen Casey and Sherry Kornfeld



- Core vocabulary at bottom
  - Pages of color-coded category sets
- [Karen.Casey@ncmail.net](mailto:Karen.Casey@ncmail.net)

# Self- Selected Reading

## Why?

1. Students who have daily opportunities to read easy books that they select become better readers.
2. Students must be able to read with 97% accuracy in order to understand what they are reading, learn the new words, and become more fluent readers.
3. Students enjoy reading more when they can talk about and share the books they read (without having to complete reports and projects).

## What Does the Research Tell Us?

While there are many programs that encourage students to 'read more' (SSR, DEAR, AR), the efficacy of these programs has NOT been confirmed (National Reading Panel, 2000). The panel notes that there is a paucity of studies, and that the quality of research is uneven.

## What Should Be Included?

Cunningham, Hall, & Sigman (1999) incorporate additional features into their Reading Workshop:

- **Teacher read-alouds:** The teacher begins the block by reading to the children from a wide range of literature.

- **Children reading 'on their own level' from a variety of books:** Books in the classroom library include books related to themes the class is studying, easy and hard library books, old favorites, easy predictable books, etc.

- **Teacher conferencing with students:** While the children read, the teacher conferences with several children each day.

- **Opportunities for children to share what they are reading with their peers.**

## What Are Priorities for Including Students with Disabilities? (Erickson, 98)

1. Books and other reading materials at the appropriate reading level.
2. Materials on topics of interest to the student.
3. Independent access to page turning (or equivalent).
4. Means for self-selection of books.

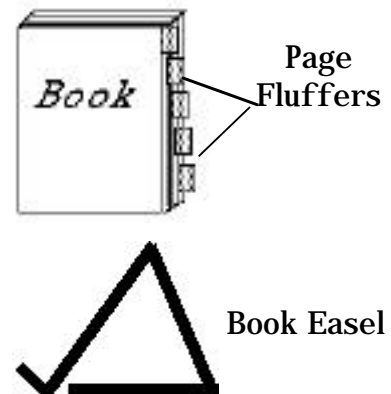
## Light Tech Accommodations for Students with Disabilities

A number of simple strategies can support students in accessing text independently. Samples include:

- \* *Page Fluffers:* These tagboard & foam squares have paper clips that attach to the pages of a book. This permits many students with motor disabilities to turn the pages of a book independently.

- \* *Book Easels:* Book easels can support books in a more vertical position, stabilizing the book and helping the student to maintain a more 'head upright' posture.

For more ideas, see R.E.A.D. (Really Easy Activities for Do-It-Yourselfers) by Musselwhite & Hanser.



# ***Book Adaptations: Light Tech & High Tech***

by Dr. Caroline R. Musselwhite  
© January, 2007



**Page  
Fluffers!**

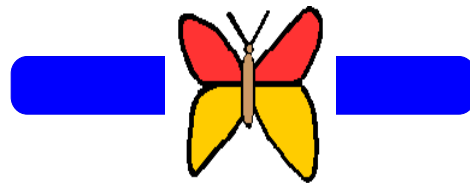
Idea from R.E.A.D. (Musselwhite & H)

**Book  
Easel**



Idea from R.E.A.D. (Musselwhite & H)

## ***Props Bracelet***



- participation
- listening for a purpose



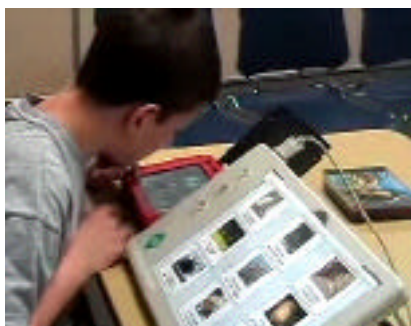
Fits over your book: add symbols  
[www.augmentativeresources.com](http://www.augmentativeresources.com)

## **My Own Bookshelf**



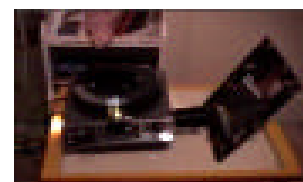
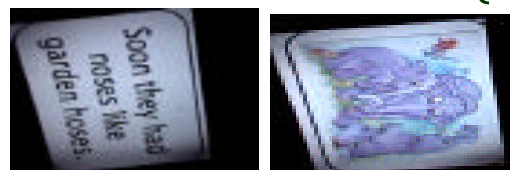
Mac / PC software  
[www.softtouch.com](http://www.softtouch.com)

## **IntelliKeys Alternate Keyboard**



[www.intellitools.com](http://www.intellitools.com)

## **Stories on the Ceiling**



**Sid, Mom, & OT Gretchen!**

## Choices, Choices! Helping Students with Disabilities Choose Stories

It's all about choice! But making real choices can be HARD for students who have physical disabilities affecting movement, or who are unable to request books verbally. Here are light and high tech ways to support choicemaking. Why light tech?? ease and simplicity Why high tech?? independence!



Mac = 'alias'

PC = 'shortcut'

### Create a Story 'Folder' on Your Computer Desktop:

Turn your computer into a quick-choice machine. No more searching folders to find that story! Make a folder on your desktop to link to files that you want to access quickly, or you want students to pick. How?

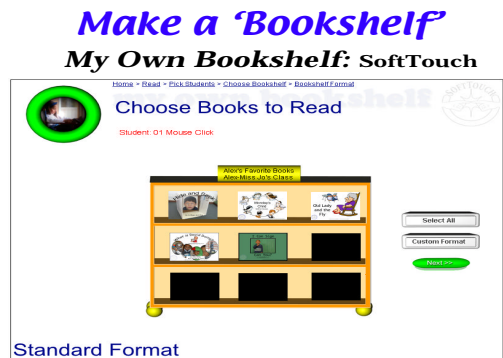
- go to: [www.aacintervention.com](http://www.aacintervention.com)
- link to READ (left side of home page)
- select: Making "Stories-of-the-Week" Folders

You can make one folder for your class, or folders for groups or individuals. Enjoy!

### Make an Electronic Bookshelf:

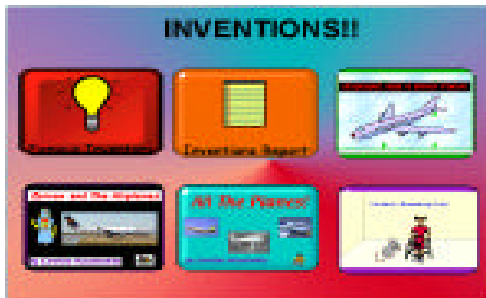
*My Own Bookshelf* is a software program from SoftTouch ([www.funsoftware.com/softtouch](http://www.funsoftware.com/softtouch)). Use this software to quickly create books for your students. You can create multiple bookshelves, for a class, a unit, or for individual students. Students can then select stories using multiple access modes:

- Touch Window
- IntelliKeys
- mouse or switch (two switch, etc.)



### Make a 'Launcher'

IntelliPics Studio / Suite



### Make an Software Launcher:

Use *IntelliPics Studio* or *Classroom Suite* software to create a 'launcher' to start a variety of software programs. These can then be accessed using:

- Touch Window
- IntelliKeys
- mouse or switch (two switch, etc.)

Software available from:

[www.intellitools.com](http://www.intellitools.com)

### Use a Choice Board + Real Books or Pictures of Books:

Buy a choice board from:

- [www.creative-comm.com](http://www.creative-comm.com)
- [www.augresources.com](http://www.augresources.com)

Or make your own, using foam-core art board from Michael's or Wal-Mart. Add story choices:

- actual books attached with velcro
- digital photos of books
- 'screen shots' of software (see directions at: [www.aacintervention.com](http://www.aacintervention.com) - Tip, June, 1999)

## Back to 'Bedrock'!!

### Choice Board: Pics of Books

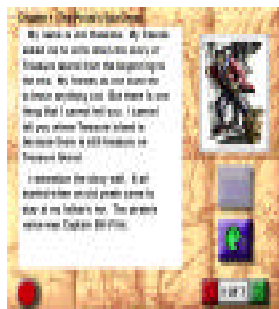


## Ready-Made Computerized Storybook Sets (Musselwhite, 2007)

### TIPS: Silent Reading at the Computer!


- 'save as' and delete speech
- select silent version (STFLS, MYOB)
- turn volume down / off
- students have ACCESS but can 'read it in their heads'

Many storybook sets are now available. Samples include:




***Start to Finish Reading:*** This program offers reading materials at different levels. Each set includes: computerized storybook; cassette; print version. Vocabulary support and comprehension questions are included. Series include literature (Mark Twain, Shakespeare), science, sports, etc.

[www.donjohnston.com](http://www.donjohnston.com) (products / reading)




### Blue Library

Grade 4-5  
readable text




**Each book has:**

- 10,000 to 12,000 words
- \* 150-200 words per page
- \* 10 to 12 chapters
- \* 900-1,200 words per chapter
- \* Illustrations, vary in size and placement
- \* Two pages viewable on-screen




### Gold Library

Grade 2-3  
readable text



**Each book has:**

- \* 5,000 to 7,000 words
- \* 100-150 words per page
- \* 10 to 12 chapters on average
- \* 450-750 words per chapter
- \* Full-page illustrations
- \* One page viewable on screen




## Start-to-Finish® Literacy Starters

**Grades pre-K through 12**

**Each SET has:**



- enrichment story
- transitional story
- conventional story
- vocabulary words





## Adapted Stories: Subscription Website



[www.adaptedstories.com](http://www.adaptedstories.com)  
early childhood series

Each set includes:

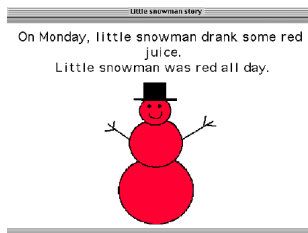
- story (computer & pdf)
- song - sound play
- communication displays
- computer play
- props & more

[www.adaptedstories.com](http://www.adaptedstories.com)  
older students series

Each set includes:

- **learn about it** (get ready)
- **read about it** -2 stories (computer & pdf) & songboard
- communication displays
- **write about it** (easy - hard) word wall & sound play



**Activity Exchanges:** A number of activity exchanges share teacher-created and parent-created materials. For example, the IntelliTools website presents an activity exchange for materials created using Classroom Suite (IntelliPics, IntelliTalk) and Overlay Maker. [www.intellitools.com](http://www.intellitools.com)

## Learning Magic: [www.learningmagicinc.com](http://www.learningmagicinc.com)



### **Animal Kingdom My Own Bookshelf**

Each includes a collection of 18 books:

- 2 levels

Yellow = late first grade - mid second grade

Purple = mid second grade - mid third grade

- high quality photographs
- high quality movies embedded into stories



### **Nature Series My Own Bookshelf**



### **Exploring Nature Classroom Suite**

10 monthly units:

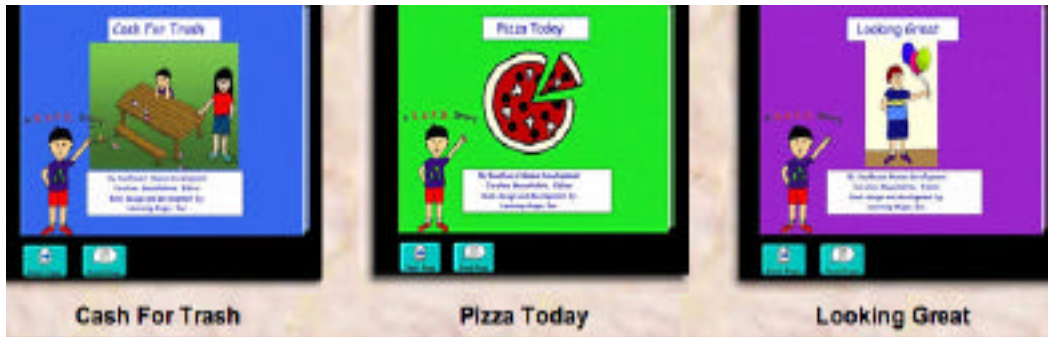
with Pati King-DeBaun

- computer activities
- off-computer activities

For each unit:

- Learn About It
- Read About It
- Write About It

## AAC Intervention: [www.aacintervention.com](http://www.aacintervention.com)



**R.A.P.S.  
Reading Activity  
Project for  
Older Students**

**Musselwhite &  
Learning Magic Inc**

3 core stories make up the set. For each story, it includes:

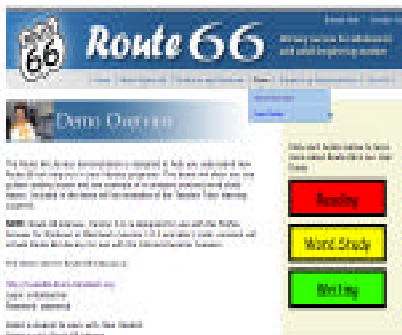
- Guided Reading Activities
  - Communication Displays
  - Songboard
  - Guided Reading Lessons
  - Recipe
- Word Study / Word Play Activities
  - Rhymes
  - Tongue Twisters
  - Sound Substitution
  - Making Words

- Self-Selected Reading Activities
  - Noun story
  - Verb story
  - Preposition story
  - Adjective story
- Writing Activities
  - Poems
  - Reviews
  - Ads

**Light Tech Extras**



## Route 66: [www.route66literacy.org/demo/index.shtml](http://www.route66literacy.org/demo/index.shtml)



### Web-Based Interactive Literacy Program

Includes Reading / Word Study / Writing

Minimal training required / excellent support

High-interest content for older learners

Provides a 'teacher tutor' option for each activity

Students can read each book solo or w/ support

**Developed by Dr. Karen Erickson**



**Read About Route 66 Literacy**

Which story would you like to read?



Lucky You, Lucky Me



What? Would You Buy?



Special Delivery



'Till Comes



Note: This website is free for a short time.

Follow the instructions on the 'demo' screen to get to scores of fantastic activities!

**Attainment:** [www.attainmentcompany.com](http://www.attainmentcompany.com)



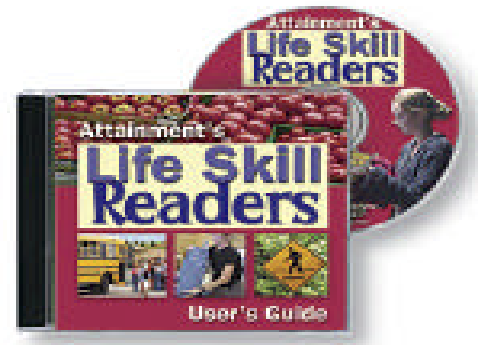
### **Stories & More CD / Book Sets**

- 2 Sets (Time & Place / Animal Friends)
- page by page reading
- single switch accessible (automatic scanning)
- multiple engaging activities included
  - building background knowledge
  - predicting plot
  - character recognition
  - reading comprehension

### **Life Skills Readers Multimedia CD**

(Windows Only!!)

- 40 talking stories
- select from categories (transportation, restaurants)
- highlighting word by word or sentence by sentence
- ideal for supporting background knowledge on life skills topics



**SoftTouch:** [www.softtouch.com](http://www.softtouch.com)



#### **My Own Bookshelf Stories**

- Create your own
- Switching On History
- Switching On Science
  - Earth
  - Habitats
- Running Start Books
  - Social Routines / Animated Stories



#### **Switching On American History**

Switching On American History enables standards-based curriculum to be taught at the cause-and-effect and cl making levels.



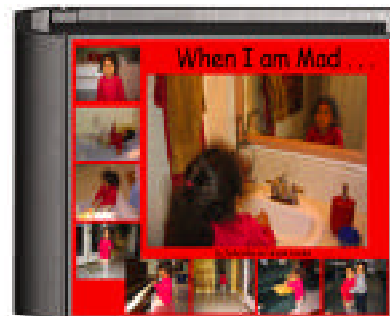
#### **Switching on Science: Earth**

Switching on Science: Earth includes units on water, and natural disasters.



#### **Switching On Science: Habitats**

Participate in standard curriculum with 8 different anim natural environment.



*Running Start Books: Social Stories*

# Phonics a.k.a. Working on Words a.k.a. Word Study

## Why?

1. To help children learn to read and spell high frequency words.
2. To teach patterns that allow students to decode and spell many other words.

## What Does the Research Tell Us?

Some important findings from the National Reading Panel (2000):

1. Phonics instruction is effective for students of all SES levels and for preventing reading difficulties among at-risk readers.
2. Phonics instruction should begin early and be systematic.
3. It is important to maintain consistency of instruction while encouraging unique teacher contributions.
4. Phonics instruction should not be the dominant component in a reading program, but should be intergrated into a balanced reading program, including quality literature.

## What Should Be Included?

• **Compare/Contrast Decoding Activity / Guess the Covered Word, etc:** These activities help students use meaning making to determine what words make sense and fit the cues.

## Word Wall Activities

**Why?** Many authors recommend word wall activities (e.g., Cunningham, 1995; Cunningham & Allington, 1999; Pinnell & Fountas, 1999) to teach high frequency words that are difficult to read through phonological means. In addition, word walls teach high-utility words that will maximize opportunities to use knowledge of letters and letter-patterns in reading unfamiliar words (Erickson & Koppenhaver, 1999). To teach high-frequency and other words that you don't want students to have to work to decode for reading or spell for writing.

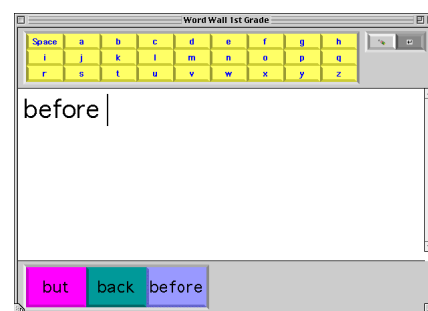
**Description:** The word wall presents all 26 letters of the alphabet, with 4-5 new words added to the wall each week. Words are carefully selected to put on display most frequent words, examples for each initial consonant, consonant blends, highest-utility phonograms (see list), common contractions, etc.

**AT/AAC: Light Tech Adaptations:**

- Individual student folder to match Word Wall
- Communication symbols on word cards/folder
- Shine a light on words as children chant, clap them
- Make a Minspeak "cheat sheet" with icon codes, attach to device

**High Tech Adaptations:**

- Add the words to a computer/device-based word prediction library
- Add words to dynamic screen setup
- Add words to scanning setup



Sample Word Wall:  
IntelliTalk II

ack	ap	est	ing	ot
ail	ash	ice	ink	uck
ain	at	ick	ip	ug
ake	ate	ide	it	ump
ale	aw	ight	ock	unk
ame	ay	ill	oke	
an	eat	in	op	
ank	ell	ine	ore	

**37 MOST FREQUENT RIMES  
(WYLIE & DURRELL, 1970)**

## Word Wall Activities

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Carolina Literacy Group studies show:

*Onsets: Levels of Difficulty*

Easiest: h, n, d, fl, m, j, r, h, t

More Difficult: sh, dr, cr, f, bl, pl, tr, sh, cl, pr

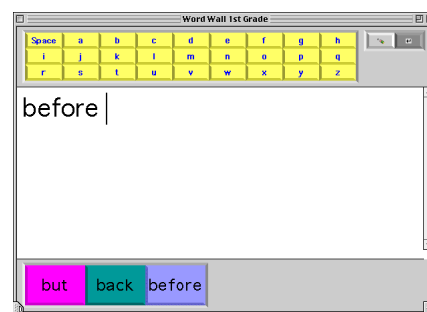
Most Difficult: sp, sn, str, sc, th, ch, by, ch, k, pr

**Older Students:** Cunningham & Allington(1999) suggest using a bulletin board as a big word board, identifying 15-25 key words from science, social studies, or literature. They suggest adding three or four a day. See pp. 159-160 for specifics.

**Using the Word Wall to Support the Orthographic Processor:**

*Be a Mind Reader:* Cunningham clearly describes this activity (1995, p. 107-108). Teachers choose a word on the wall and give five clues, with students writing down their five guesses. First clue is always "It's one of the words on the wall." Then give clues based on features you want students to notice (for orthographic processor, talk about length of word, initial letter name, etc.)

*Play WORDO:* This is yet another variation of Bingo, suggested and carefully described by Pat Cunningham (p.108-110). She suggests using it as an "emergency" activity when other plans fall through! It can be played with WORDO boards of 9 or 25 cells (3 x 3 or 5 x 5). Students need objects or pieces of paper to cover up words. Students call out Word Wall words, which the teacher writes on an index card, and students write into their WORDO boards. Now the teacher shuffles the cards and uses them to call out words, which students chant and spell, then cover up. WORDO!



Sample Word Wall: IntelliTalk 2

ack	ap	est	ing	ot
ail	ash	ice	ink	uck
ain	at	ick	ip	ug
ake	ate	ide	it	ump
ale	aw	ight	ock	unk
ame	ay	ill	oke	
an	eat	in	op	
ank	ell	ine	ore	

### 37 MOST FREQUENT RIMES (WYLIE & DURRELL, 1970)

*Rimes: Levels of Difficulty*

Easiest: hit, ay, in, ap, ill, an, ack, ip, ing, at, ore, ug, ell

More Difficult: aw, ide, ake, ock, unk, ick, oke, ank, ice, ash, ump, ink

Most Difficult: ine, ain, ate, ail, est, ale, ight, ot, uck, eat, op, ame

It has 5 letters.

The vowel is an o

can	from	my
with	see	little
this	very	get



## Phonemic Awareness

An understanding about  
**SPOKEN** language:

- words
- syllables
- phonemes

## GOAL

- To make students consciously aware of the phonemes that make up words

## Research

- What's important is conscious, analytic knowledge

## Research

- Phonemic awareness predicts success in learning to read

**Is PA a Prerequisite?**

## Good news from Marilyn Adams

- the activities that seem to lead most strongly to the development of phonemic awareness are those involved in learning how to read and spell" (1990, p. 331).



## What Should We Read?

- Poems
- Nursery rhymes
- Hand claps
- Songs
- Other rhyming texts

## Alphabet Song

- helps develop an 'ear print' for letters
- provides a place holder for letters
- some children get 2-4 years of practice before they start school



## Alphabet Books!

Not your typical alphabet books . . .

### PLAN A:

Off-the-shelf fun books



### PLAN B:

Write your own books!

## Letter of the Week Club???

"Today is brought to you by the letter 'D'."



"Hey, it's D / duh week!!"

## WORD AWARENESS!

A Book About Me!



- write sentences on sentence strips
  - cut apart
  - reassemble
- See *Phonics They Use* by Cunningham

## WORD AWARENESS!

Word-by-word singing

Choice boards



### Songboards

- words and/or symbols
- 1 symbol / word
- story retelling

Ready Made Resources:

On My Walk CD  
RAPS CD  
adaptedstories.com



## Syl - la - ble Awareness



Put student's picture here

Kari

Put student's name here

Kari



## Make a 'RAP': Errorless Rhyming

don't be late	gonna be great	can't wait	it's a date
---------------	----------------	------------	-------------

Party, party, \_\_\_\_

Party, party, \_\_\_\_

Party, party, \_\_\_\_

Party, party, \_\_\_\_

talk  
 whisper  
 Zanyvox

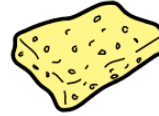
## Phunny Phonemics!

Animated  
IntelliPics  
rhyme +  
overlay  
+ writing  
overlay



Created by Dale Gardner-Fox

## Great 'Sponge' Activity!



### Lining Up:

'Pizza patza peric,  
Pizza fell on . . . . Eric!'

## On My Walk: Twisters

Kasey cuddles cute caterpillars.

Barbie builds baby birds.

Carol can catch caterpillars.

Bart buys bitter butterflies.

Benny buys beautiful bees.

## Tongue Twisters: Ideas

- Share tongue twister books
- Contrast at least two onsets (word beginnings)

## Tongue Twisters: Look at the Letters

Looking Great:  
Twisters c l m

c l m

Linda Luis

Linda laughed loudly at Lisa.



## Tongue Twisters: Tips

- Include YOUR student's names
- Write them on charts (use different colors for each onset)
- Use high-tech twisters

# ***Action Plan!***

(Follow up to Musselwhite Lecture)

## ***Key STRATEGIES To Implement***

CONTENT AREA

STRATEGY

TARGET DATE

## ***MATERIALS To Make***

WHO

WHAT

PAGE # REF

WHEN

## ***PURCHASES***

BOOKS - P #

SOFTWARE - P #

MATERIALS - P #

## ***MINI-GRANT FOLLOW-UP***

GRANT TOPIC

MODIFICATIONS

WHO

WHEN